NIB	Blue	ueprint for Maryland's Future Accountability & Implementation Board													
Legend -	_		nd date included in Blueprint statute												
illar 2		Start and/or end date not included in Blueprint statute; dates in table are estimated based on Kirwan Commission final timeline  h-Quality and Diverse Teachers & Leaders					FY25	FY26	FY27	FY28	FY29	FY30	FY31	FY 32	
2.1	Ü	<u> </u>	a high-quality and diverse teacher workforce		FY23	FY24									
	П		tatewide marketing campaign to attract high quality and diverse teaching candidates	<b>—</b>										-	
		2.1.1(a)	Governor appropriates at least \$250,000 in annual state budget for MSDE to implement these pillar requirements	<b>+</b>										<b>→</b>	
		2.1.1(b)	MSDE establishes a diverse steering committee											1	
		2.1.1(c)	MSDE builds a digital recruitment platform and outreach program focused on candidates from historically underrepresented populations and fields experiencing teacher shortages												
		2.1.1(d)	MSDE gathers contact information of potential teaching candidates and provides them with information about teaching profession												
		2.1.1(e)	MSDE engages prospective teachers with messaging that cultivates their interest in the profession												
	[	2.1.1(f)	MSDE implements the "Talk to a Teacher" program to create opportunities for prospective teachers to communicate with role model teachers												
		2.1.1(g)	MSDE provides information to increase awareness of available state incentives for individuals pursuing a teaching certificate (e.g., Maryland Teaching Fellows Scholarship and LARP)												
		2.1.1(h)	MSDE provides information to increase awareness of persistent opportunity gaps and racial disparities between students and teachers in Maryland schools												
		2.1.1(i)	MSDE markets to counselors and career centers in secondary and postsecondary institutions through the outreach and digital recruitment platform												
	2.1.2	Provide fundi	ng to the Maryland Teaching Fellows Scholarship to encourage highly-skilled and diverse candidates to teach in high-need schools	<b>*</b>										<b>→</b>	
·		2.1.2(a)	Annual allocation in State budget for MHEC phases up to award scholarships to at least \$18,000,000 for FY25 and beyond	<b>♦</b>										<b>→</b>	
		2.1.2(b)	MHEC awards scholarships to eligible students so as to reflect the geographic and racial diversity of Maryland's public schools students	<b>♦</b>										<b>→</b>	
	2.1.3	Expand Maryl	and's loan assistance repayment program (LARP) for public school teachers	<b>\( \rightarrow \)</b>											
	2.1.4	MHEC implem	ents and administers the new Teacher Quality and Diversity Program to support students from historically underrepresented populations		<b></b>									<b>→</b>	
		2.1.4(a)	State budget includes at least \$1,000,000 appropriation to the Teacher Quality and Diversity Program annually		<b>\rightarrow</b>									-	
		2.1.4(b)	MHEC increase awareness of Teacher Quality and Diversity Program Grants among higher education institutions		•									<u></u>	
		2.1.4(c)	MHEC may adopt regulations to award Teacher Quality and Diversity Program Grants		•									<b>→</b>	
		2.1.4(d)	State may provide additional grant funding to a higher education institution in an amount equal to or less than the grant funding that they receive from a non-state source to increase the quality and diversity of applicants for its teacher training program (this amount cannot exceed \$500,000 in a single year)		•									-	
_		2.1.4(e)	MHEC provides assistance to higher education institutions applying for grants to increase quality and diversity of applicants for teacher training programs		•									<u></u>	
	2.1.5	Monitor the q	uality and diversity of State teacher candidates and existing teacher workforce		<b></b>				<b>\</b>					<b>→</b>	
		2.1.5(a)	MLDS submits annual progress report on improving the quality of the preparation and diversity of Maryland teacher candidates and new teachers		<b></b>									<b>+</b>	
	[	2.1.5(b)	LEAs submit report on the diversity of their teacher workforce		<b></b>										
		2.1.5(c)	AIB leads evaluation of statewide efforts to increase diversity amongst teacher prep program enrollees and graduates, as well as State teachers and leaders						<b>♦</b>						
		2.1.5(d)	AIB submits report evaluation results and recommendations for alterations to State programs and policies needed to diversify State educator workforce						<b>♦</b>						
2.2	Increase	e rigor of teac	her preparation programs and licensure requirements												
	2.2.1	State provide:	Teacher Collaborative Grants to create models of teacher pre-service and in-service programs based on new requirements	<b>—</b>		<b>*</b>									
		2.2.1(a)	State allocates at least \$2,500,000 to MSDE each year for the Teacher Collaborative Grant Program	<b>—</b>		<b>*</b>								<u> </u>	
		2.2.1(b)	MSDE awards and administers Teacher Collaborative Grants	<b>—</b>		<b></b>	,								
		2.2.1(c)	MSDE annually reports on the number of grant applications received; the number of grants awarded; and the current status of each grantee and their activities funded through the program	<b>—</b>			<b></b>							i	

2.2.2	Revise teach	er prep programs to meet new requirements	<b>—</b>			<b></b>					
	2.2.2(a)(1)	Set minimum length of teacher training practicums for alternative certification programs to 100 days	<b>*</b>								Ī
	2.2.2(a)(2)	Set minimum length of teacher training practicums for undergraduate and alternative certification programs to be equivalent to one full school year				<b></b>					t
	2.2.2(a)(3)	Set minimum length of teacher training practicums for graduate teacher preparation programs to 100 days (may go up to the equivalent of one full school year)				<b>*</b>					Ì
	2.2.2(a)(4)	identify partner schools to offer practicums that have student bodies reflecting the diversity of public schools in the State or the diversity of the geographic area in which the school is located		•							İ
	2.2.2(a)(5)	dentify clinical mentor teachers in partner schools based on the career ladder when it is fully implemented to support students in teacher preparation programs				<b>+</b>					
	2.2.2(a)(6)	Clinical mentor teachers evaluate teacher practicum participants to ensure they display the competencies of a certified teacher				<b></b>					
	2.2.2(b)(1)	reacher prep programs require participants to demonstrate competency in specific instructional components, including dasic research skins, differentiation of instruction, assessment of student learning deficits, cultural competency, restorative practices, and effective classroom									•
	2.2.2(b)(2)	Teacher prep programs provide training in knowledge and skills to understand and teach the Maryland curriculum frameworks									•
	2.2.2(b)(3)	Teacher prep programs incorporate classroom observations of program participants in different school settings to determine if participant has aptitude and temperament for teaching									
	2.2.2(b)(4)	Teacher prep programs develop a method for communicating and collaborating regularly with local school systems to strengthen teacher preparation, induction, and professional development systems									•
	2.2.2(b)(5)	MSDE provides technical assistance and develops a systemic method of providing feedback to teacher preparation programs									
	2.2.2(b)(6)	MSDE assists teacher preparation programs in seeking and retaining highly qualified candidates, particularly individuals from historically underrepresented populations									
	2.2.2(b)(7)	MSDE and MHEC may authorize traditional or alternative teacher preparation programs to establish an apprenticeship program									
	2.2.2(b)(8)	MSBE and PSTEB, in consultation with the AIB, adopt regulations to revise teacher preparation program requirements									
	2.2.2(b)(9)	A teacher prep workgroup reviews current State requirements for teacher preparation programs		•							
2.2.3	Require in-st	te teacher candidates to pass a portfolio-based assessment of teaching ability for graduation from a state program and for initial licensure				<b>*</b>					
	2.2.3(a)	MSDE determines whether a particular assessment of teaching skill required for initial certification more adequately measures the skills and knowledge required of a highly qualified teacher									•
	2.2.3(b)	MSDE submits a report to the General Assembly on or before the next September 1 with its recommendations for revising qualifications for initial teacher licensure, as needed									
	2.2.3(c)	MSDE actively monitors and assesses impact of new teacher standards and assessments for any negative impact on the diversity of teacher candidates passing initial certification assessments									
	2.2.3(d)	MSDE reports results from monitoring and assessment to the AIB									
2.2.4	Require in-st	te teacher candidates to pass a state-specific examination of reading instruction and grade-level content for initial licensure				<b></b>					
2.2.5	Require teach Board Certific	er candidates who graduated from an out-of-state institution to pass an exam of teaching ability within 18 months of being hired or hold National ation (NBC)				-					
Impler	ment compreh	ensive in-service educator training						,	<u> </u>		
2.3.1	Require all ce	rtified school personnel who have regular and direct contact with students to complete annual training on student behavioral health	<b>—</b>							<b>→</b>	
	2.3.1(a)	MSBE adopts regulations to implement training on student behavioral health									
	2.3.1(b)	County boards determine method by which to provide training on student behavioral health to school personnel									•
2.3.2	MSDE, in coll	aboration with AIB, provides separate school leadership training programs on the Blueprint		-							
	2.3.2(a)	MSDE and AIB provide targeted training on the Blueprint to the State Superintendent of Maryland Public Schools, local superintendents, and senior instructional staff		•							
	2.3.2(b)	MSDE and AIB provide targeted training on the Blueprint to members of the Maryland State Board of Education, county boards of education, and school principals		•							
2.3.3	MSDE, in con	sultation with LEAs and Education Deans and Directors, develops guidelines for comprehensive induction programs for all new teachers				<b>*</b>					
	2.3.3(a)	Districts select highly competent teachers to serve as mentors from the career ladder (when well-established) and provide mentors with time during the normal work day to perform their role as part of their professional responsibilities									
	2.3.3(b)	Teacher induction program guidelines must incorporate the Teacher Induction, Retention and Advancement Pilot Program framework									

	2.4.1(a) 2.4.1(b)	mew program to support and encourage teachers to obtain and maintain NBC, particularly teachers from historically underrepresented populations  MSDE hires National Board Coordinator to direct the NBC Support Program  LEAs select local National Board Coordinators to support the program in each LEA  ent educator career ladder on or before 7/1/24  LEAs develop career ladder in accordance with State requirements and are otherwise subject to collective bargaining		•		<b>*</b>					+
2.	2.4.1(b) 2.4.2 LEAs impleme 2.4.2(a) 2.4.2(b)	LEAs select local National Board Coordinators to support the program in each LEA  ent educator career ladder on or before 7/1/24  LEAs develop career ladder in accordance with State requirements and are otherwise subject to collective bargaining		•		<b>*</b>					
2.4	2.4.2(a) 2.4.2(b)	ent educator career ladder on or before 7/1/24  LEAs develop career ladder in accordance with State requirements and are otherwise subject to collective bargaining		•		<b></b>					
2.	2.4.2(a) 2.4.2(b)	LEAs develop career ladder in accordance with State requirements and are otherwise subject to collective bargaining				<b>*</b>					
	2.4.2(b)			_							<b>&gt;</b>
					<b>→</b>						
	2.4.2(c)	LEAs may convene a local career ladder development board	•		•						
		LEA career ladder and associated salary increases take effect based on MSDE's recommendation and AIB's approval			•	<b>\rightarrow</b>					
	2.4.2(d)	In selecting teachers to move up the career ladder, LEAs prioritize teachers who have experience in schools that reflect the racial and ethnic diversity of the State or receive a Concentration of Poverty Grant				<b></b>					<b>-</b>
2.4	.4.3 MSDE designs	s and implements a new system of professional development tied to the career ladder by 7/1/24				<b>*</b>					<b>&gt;</b>
<u> </u>	2.4.3(a)	LEAs implement new system of professional development tied to the career ladder					<b></b>				<b>→</b>
	2.4.3(b)	LEAs implement new system of professional development tied to the career ladder for all new teachers						<b>*</b>			<b>→</b>
2.4	.4.4 LEAs impleme	ent non-instructional time requirements for classroom teachers, including collaborative time				<b>*</b>					<b>&gt;</b>
	2.4.4(a)	LEAs create more opportunities for teachers to work in teams during the workday				<b></b>					<b></b>
	2.4.4(b)	LEAs support teachers to identify and work with students who need extra help during the workday				<b>\</b>					<b>&gt;</b>
	2.4.4(c)	LEAs prioritize working time outside the classroom for newly licensed teachers and teachers in schools that are low-performing, have a high concentration of students in poverty, and/or have a large achievement gap				<b></b>					<b>&gt;</b>
2.4	.4.5 Require aspiri	ring principals to be NBC teachers (waiver available through MSBE)								<b></b>	<b>+</b>
	2.4.5(a)	MSBE and PSTEB identify criteria that NBC teachers must meet to serve as a licensed principal									
	2.4.5(b)	MSBE and PSTEB establish a process through which an individual who is not an NBC teacher may receive a waiver to serve as a licensed principal									
2.5 lm	nprove educator co	ompensation									
2.	.5.1 Implement \$1	10,000 salary increase for eligible NBC teachers by 7/1/22		<b>♦</b>							•
2.	5.2 Implement \$7	7,000 salary increase for eligible NBC teachers working in low-performing schools by 7/1/22		<b>♦</b>							<b></b>
2.	5.3 Implement sa	alary increases in accordance with career ladder				<b>♦</b>					•
	2.5.3(a)	Implement \$5,000 salary increase for lead teachers				$\Rightarrow$					<b>→</b>
	2.5.3(b)	Implement \$10,000 salary increase for distinguished teachers				$\rightarrow$					<b>-</b>
	2.5.3(c)	Implement \$15,000 salary increase for professor distinguished teachers				<b>♦</b>					<b>→</b>
	2.5.3(d)	Implement \$15,000 salary increase for distinguished principals				$\downarrow$					<b>→</b>
	2.5.3(e)	Implement salary increases associated with maintenance of NBC				<b>♦</b>					<b>→</b>
2.	5.4 Implement in	nitial 10% salary increase for teachers by 6/30/24	<b>←</b>		<b>\</b>						
	2.5.4(a)	County boards must demonstrate to the AIB that they have provided a 10% salary increase from FY19-FY24 as part of their updated implementation plans				$\Rightarrow$					
2.	.5.5 Implement m	ninimum \$60,000 starting teacher salary by 7/1/26						<b>♦</b>			